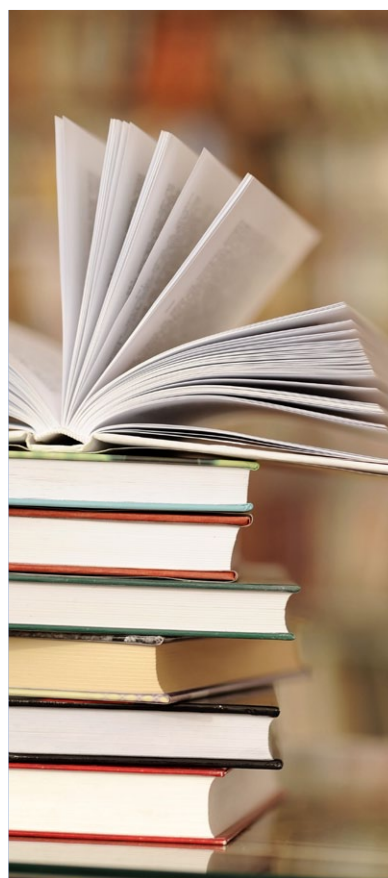


SARC

2017-18 School Accountability
Report Card
Published in 2018-19



Livermore High School

Grades 9-12
CDS Code 01-61200-0134536

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Para español, visita
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Livermore Valley Joint Unified School District

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Core Values for Teaching and Learning

PREAMBLE

The Governing Board of the Livermore Valley Joint Unified School District (LVJUSD) embraces as our mission that each student will graduate with the skills needed to contribute and thrive in a changing world and pledges:

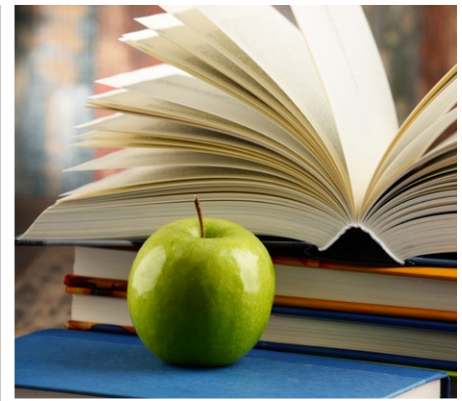
- To continually develop and support a high-quality staff that is committed to innovative teaching
- To insist on continuous improvement to ensure successful learning outcomes for all LVJUSD students

CORE VALUES

In support of our District's mission, our Superintendent and staff will adhere to the following core values for teaching and learning:

- LVJUSD schools will be safe, inclusive and welcoming for all students and their families.
- LVJUSD will provide current, relevant and engaging instructional materials and strategies that allow students to personalize their educational experience.
- LVJUSD will deliver innovative teaching and professional development that ensures the highest quality instruction that is responsive to each student's needs.
- All LVJUSD students will have equitable access to a wide range of challenging and inspiring courses and specialized programs that prepare students for college and career.

Board Approved 6-26-18



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Principal's Message

Livermore High School (LHS) has a long tradition of providing quality education for the students of the Livermore area.

The LHS family of students, parents, teachers, staff, administrators and community members is resolute in its commitment to educating our individual students while strengthening the close-knit community ties that make Livermore a welcoming and supportive place to live.

Enjoying this proud history in the Livermore Valley, LHS has held on to programs and practices that have proven to serve our students well. At the same time, we continuously research innovative methods and develop partnerships to help prepare our increasingly diverse student population for postsecondary education and the social, economic and technological demands of life in the 21st century. We are one of the few high schools in Alameda County that has always had an active agriculture program. For the past 50 years, we have also been in the unique position of having two Department of Energy research laboratories in our community as partners in bringing cutting-edge math, engineering and science concepts to our classrooms.

With the goal of serving the needs of all our students, our top priority has been improving student achievement. A visit to our campus on a typical school day would reveal students working out math problems in groups or using whiteboards. Students are also exposed to using technology for everyday learning using Google Chromebooks or iPads. One could also see students conducting physics experiments from the top of a stairwell, listening to guest speakers from business and technical leaders, reciting poetry in the amphitheater, repairing automobiles or playing soccer out on the fields. Standing in the center of the quad, you may be treated to beautiful sounds floating from the open windows of the school's music building and savory scents of dishes being prepared in our culinary classes. A visit to classrooms would reveal students and teachers engrossed in science experiments; using 3-D printers to build models; taking part in video production, floriculture projects, and computer-aided design. This rich assortment of courses is a reflection of our commitment to ensure all students find a bridge to academic engagement and personal success.

Our highly qualified teachers implement instructional strategies that support the California Common Core State Standards and include intensive standards-based skills instruction and targeted intervention and remediation.

The school year consists of three trimesters that are 12 weeks in duration. The daily schedule (Monday, Tuesday, Thursday and Friday) involves a five-period day in which classes are 70 minutes in length. Wednesday is a shorter day with classes that are 55 minutes long. This allows 70 minutes at the end of the day on Wednesdays for teacher collaboration. We believe the trimester system provides our students more course opportunities, the ability to meet with their instructors on a daily basis, better use of instructional time, and provides an opportunity for teacher collaboration. We believe common pacing and common assessments that align to the Common Core State Standards will lead to increased student achievement.

As we move forward, we will continue to build the inclusive culture of support required to move students to mastery of 21st century skills of communication, collaboration, critical thinking, creativity and citizenship. Our students will have a lifelong love of learning and will actively engage in becoming socially responsible within their communities. We appreciate your participation and support in achieving these goals.

Vicki Scudder

Principal

District Mission and Vision Statements

Each student will graduate with the skills needed to contribute and thrive in a changing world.

District Goals

Goal 1: Increase the percentage of students who have the skills and knowledge to graduate from high school to be college and/or career ready.

Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels.

Goal 3: Enhance parent and community engagement and communication.



Governing Board

Craig Bueno
 Chuck Rogge
 Emily Prusso
 Chris Wenzel
 Anne White

School Mission Statement

Our mission is to provide a well-rounded, rigorous curriculum in a safe and supportive learning environment that promotes the intellectual, physical, social and emotional growth of all students.

School Vision Statement

We envision Livermore High School as a safe, happy and supportive learning community in which:

- Literacy, critical thinking, innovation and responsibility are emphasized
- Diversity of thought, expression and culture is valued
- Students, teachers, staff, parents and community members are committed to helping all students graduate with the knowledge, skill and perseverance required to contribute and thrive in a rapidly changing world

The teachers, staff, students and parents of Livermore High School are working together to make this vision a reality through accomplishment of the following goals:

- Ensure a safe, inclusive and respectful educational environment in which students can actualize their potential to become physically and mentally fit, responsible, and ethical adults who make informed life-management decisions
- Provide a standards-based, comprehensive and challenging curriculum that utilizes assessment data to continuously improve practices used to help students think critically, participate as educated members of society, and achieve their postsecondary and career goals
- Bridge communication borders to ensure all students' needs are addressed and to close achievement gaps based on cultural, ethnic, racial, gender, special needs and economic differences
- Include up-to-date technologies in the curriculum to leverage the power of emerging technologies for instructional gain and to better align the way students are taught in school with the way the global community communicates

Types of Services Funded

Categorical funds support a wide range of districtwide and site services to assist all students, including underperforming students, in meeting and exceeding standards. At the district level, categorical funds are used to provide program specialists and staff to monitor, implement and oversee Migrant Education, Native American Education, Special Education, Gifted and Talented Education (GATE) program services; intervention; summer school; TriValley Teacher Induction Project (TV/TIP) and new teacher support; professional development; Peer Assistance and Review and staff development; and the English learner (EL) program.

District-level advisory committees, such as the Local Control Accountability Plan (LCAP) District English Learner Advisory Council (DELAC), GATE Advisory Committee, Career Technical Education (CTE) Advisory Committee, Technology Committee, Math Leadership Committee, K-12 Writing Committees and Special Education Advisory Committee provide input and guidance to ensure compliance and ensure funds are used so that student needs are met. In addition, our district is implementing the LVJUSD Framework for Success. The framework includes multi-tiered systems of support for students' academic, behavioral and social emotional needs.

The following categorical programs provide the following services.

Categorical Program Funding Sources and Services:

- After School Education and Safety (ASES) funds support the Livermore BELIEVES program at Marilyn Elementary and Junction K-8 Schools and the PAL program at all middle schools, by providing enrichment opportunities, homework support and academic intervention to students.
- Carl D. Perkins Vocational and Technical Education funds provide professional development, services, materials and resources for career technical education in our high schools.
- Migrant Education program funds provide a community liaison, community outreach, instructional aides, tutors, technology-based PASS program and preschool services.
- Tri-Valley Teacher Induction Program funds provide training and coaching for our new teaching staff and funds professional development.
- Special education funds provide staffing including program specialists, psychologists, therapists; professional development; transportation; and supplementary materials for special needs students.
- State Assessment Apportionments are used to administer state-mandated assessments.
- Title I: Funds provide resource teachers, supplemental instructional materials and assessments, instructional aides, staff development and parent involvement.
- Title II: Improving Teacher Quality funds provide high-quality professional development, training and coaching to certificated staff.
- Title III: English learner funds provide EL programs, services, parent education and professional development, supplemental instructional materials and support staff to ensure quality programs for English learner students.
- Title VI: American Indian funds are used for parent education, guest speakers, tutoring, cultural activities and incentives for Native American students.



Professional Development

Our district recognizes that each employee—classified, certificated and management—influences the opportunities for students to achieve at the highest levels. In line with our District Professional Development Plan, we offer and support ongoing growth opportunities that allow every teacher, administrator and staff member to further develop the appropriate knowledge, skills and practices required to create learning environments that allow all students to demonstrate high levels of achievement. Our Board of Education and our district administration recognize that all staff members of the LVJUSD must be provided time and support to acquire, improve and enhance professional knowledge, practices and skills.

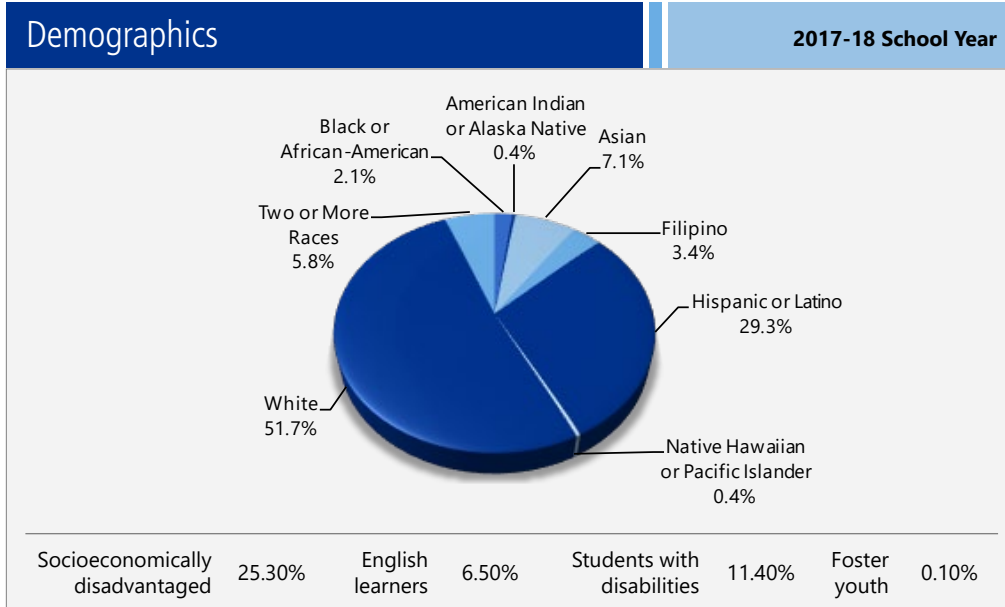
During the 2018-19 school year, relevant and timely professional development will be available and delivered to employees. In addition, the two designated professional development days and the flexible professional development day for certificated staff provide the option of individualized professional growth for teachers. Professional development will primarily focus on effective tier one instruction; student and staff safety; customer service; meeting the needs of students with Individual Education Plans (IEP); effective usage of technology as an instructional tool; effective instructional practices for English learners; and implementation of specialized programs such as Dual Immersion, Project Lead the Way, International Baccalaureate and Advanced Placement programs.

Professional Development Days

2016-17	3 days
2017-18	3 days
2018-19	3 days

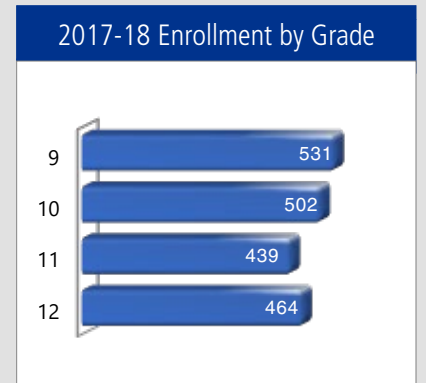
Enrollment by Student Group

The total enrollment at the school was 1,936 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.



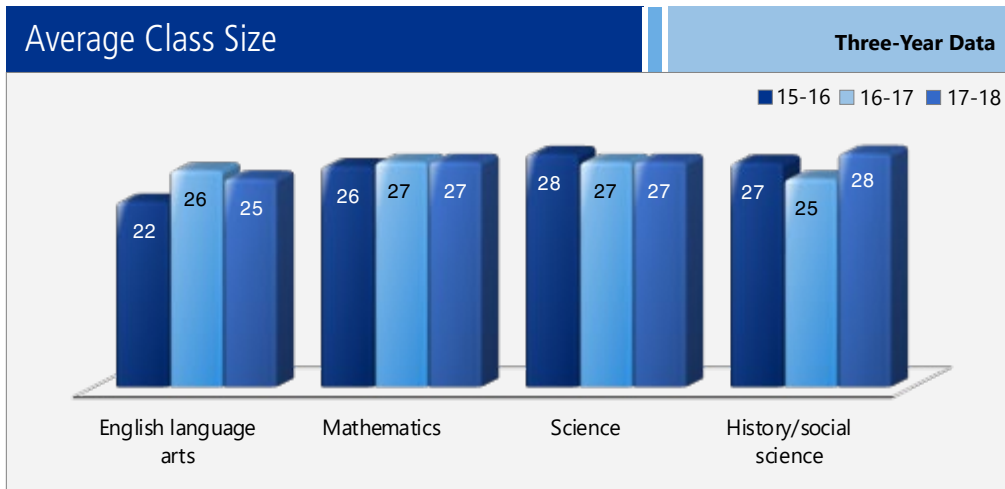
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.



Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Number of Classrooms by Size Three-Year Data

Subject	2015-16			2016-17			2017-18		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	9	10	5	17	44	9	48	88	28
Mathematics	7	9	3	28	44	9	38	105	15
Science	4	8	2	9	63	3	22	89	7
History/social science	4	7	6	15	54	14	18	84	16

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Livermore HS			
	15-16	16-17	17-18
Suspension rates	3.8%	3.6%	1.5%
Expulsion rates	0.0%	0.1%	0.1%
Livermore Valley JUSD			
	15-16	16-17	17-18
Suspension rates	2.6%	3.4%	2.9%
Expulsion rates	0.0%	0.0%	0.0%
California			
	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
Subject	Livermore HS		Livermore Valley JUSD		California	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	◇	◇	◇	◇	◇	◇

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	Livermore HS		Livermore Valley JUSD		California	
	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	67%	65%	61%	62%	48%	50%
Mathematics	47%	48%	49%	51%	37%	38%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2017-18 School Year
Percentage of Students Meeting Fitness Standards		Livermore HS
		Grade 9
Four of six standards		15.4%
Five of six standards		30.4%
Six of six standards		37.9%

◇ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education plan (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grade 11.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Results by Student Group: English Language Arts and Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	425	408	96.00%	64.71%
Male	212	203	95.75%	61.08%
Female	213	205	96.24%	68.29%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	35	34	97.14%	85.29%
Filipino	19	18	94.74%	50.00%
Hispanic or Latino	110	106	96.36%	44.34%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	228	218	95.61%	71.10%
Two or more races	19	19	100.00%	84.21%
Socioeconomically disadvantaged	113	106	93.81%	43.40%
English learners	37	35	94.59%	5.71%
Students with disabilities	39	34	87.18%	11.76%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	427	413	96.72%	47.94%
Male	214	204	95.33%	47.55%
Female	213	209	98.12%	48.33%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	35	35	100.00%	71.43%
Filipino	19	18	94.74%	38.89%
Hispanic or Latino	112	106	94.64%	26.42%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	228	222	97.37%	54.05%
Two or more races	19	19	100.00%	73.68%
Socioeconomically disadvantaged	113	108	95.58%	26.85%
English learners	37	36	97.30%	2.78%
Students with disabilities	42	35	83.33%	5.71%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs

Students at Livermore High School have many opportunities to explore possible career options. The business, agriculture, industrial technology, culinary, video and photo departments all offer classes that give students a taste of careers available to them in the future. In addition, we offer classes through the ROP program in Transportation; Education; Child Development and Family Services; Finance & Business; Health Science & Medical Technology; Public Services; Marketing; Sales & Service; and Arts, Media and Entertainment. We also offer the Green Engineering Academy. It is a cohort of 240 students (50 percent are at-risk) designed to provide students with career and college training in the engineering field. Livermore High School graduated its first senior class cohort in June 2013.

All students complete a four-year recommended A-G plan as ninth graders and then update it yearly. Completing this plan involves an evaluation of their progress toward the completion of graduation and college-entrance requirements. Students also review course choices in the context of their possible career pathways. The Career Center, with a variety of career and college resources, is open to students daily to discuss A-G plans and career choices.

Classroom presentations are given once a year to students in one of their academic classes. Presentations are geared to meet the needs of a particular age group/graduating class. Academic and career goals are discussed in these meetings along with suggestions on how to meet those goals. Students are encouraged to talk with their parents about their goals and course selections while in high school.

Livermore High School invites guest speakers to aid students in learning about particular fields of study, a certain career or information about a specific college, university, technical school, or career. A wide array of professionals has provided information to students about their occupations, including plumbers, ironworkers, dentists and biochemists. A representative of the State Building & Construction Trades Council of California has provided a number of presentations to our students. The various branches of the United States military have an active presence on the campus and provide information about the opportunities in the armed forces. An online assessment tool—California Career Zone—is free of charge to students and available online. It includes a number of features that helps students with future career decisions and goals.

The Regional Occupational Program (ROP) has a strong presence at Livermore High School, providing practical hands-on classes in a number of areas. ROP classes sequence directly into business, industry, and continuing education following high school. Livermore High School provides the only auto-body class for high school students in the Tri-Valley area. Fourteen of the ROP classes available to Livermore High School students meet one of the California State University (CSU) and University of California (UC) A-G eligibility requirements. Additionally, nine ROP classes offer college credit by exam, and four pave the way toward certification.

Livermore High School students have access to the following ROP classes:

- Developmental Psychology of Children I and II
- Civil Engineering and Architecture
- Computer Integrated Manufacturing
- Auto Body Repair and Refinishing I and II
- Automotive Specialist
- Sports Medicine/Athletic Trainer
- Video Game Art and Design
- Visual Communications I and II
- Marketing
- Medical Occupations
- Principles of Biomedical Sciences
- Nursing Careers

The following ROP classes meet one of CSU or UC's A-G eligibility requirements:

- Developmental Psychology of Children I
- Civil Engineering & Architecture
- Sports Medicine/Athletic Trainer
- Video Game Art & Design
- Visual Communications I
- Visual Communications II
- Computer Integrated Manufacturing
- Marketing, Medical Occupations
- Principles of Biomedical Sciences
- Nursing Careers

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	2017-18 Participation
	Livermore HS
Number of pupils participating in CTE	892
Percentage of pupils who completed a CTE program and earned a high school diploma	43.00%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	93.00%



Career Technical Education Classes

Livermore High School offers the following Career and Technology Education (CTE) classes:

- Agricultural Science
- Wildlife Management
- Agricultural Biology
- Agriculture Chemistry
- Animal Anatomy and Physiology
- Agricultural Mechanics
- Advanced Agricultural Mechanics
- Agricultural Projects
- Agriculture Business & Economics
- Floriculture
- Advanced Floriculture
- Art and History of Floral Design
- Ornamental Horticulture
- Intro to Microsoft Word
- Microsoft Word
- Computer Applications
- Introduction to Business
- Business Basics
- Personal Finance
- Introduction to Computer
- Programming
- Computer Programming
- AP Computer Science
- AP Music Theory
- Foods/Healthy Living
- Regional Foods
- International Cuisine
- Hospitality
- Introduction to Design
- Culinary Arts
- Textile Design
- Fashion Apparel
- Interior Design
- Consumer Survival
- Human Development/Relationships
- CAD/Architecture
- Electronics
- Advanced Electronics
- Manufacturing & Product Development
- Robotics, Engineering, Power Energy & Transportation 1-8

Positive Learning Environment

Livermore High School has an active student government called the Associated Student Body (ASB). The ASB officers and various commissioners manage a variety of student activities, including clubs, dances, rallies and homecoming events. The journalism class publishes the student newspaper The Torch several times each semester, and the yearbook class produces an annual 300-page yearbook.

Our athletic programs are committed to good sportsmanship and positive athletic experiences for all students. The Livermore High School athletic coaches are all properly certified and have embraced the Positive Coaching Alliance program to help grow their teams respectfully and athletically.

The Go Green recycling program is very active in developing a climate for the importance of recycling on our campus. Various clubs on campus can earn money through assisting with the recycling efforts of Go Green.

There are a variety of academic and co-curricular clubs, including:

- Anime Club
- Badminton Club
- Beauty and Fashion Design
- Book Club
- Chemistry Club
- Chess Club
- Computer Science Club
- CTR Club
- Debate Team
- Discussion Team
- Donut Club
- Drama Club
- Environmental Science Club
- Fellowship of Christian Athletes
- FFA
- GravitechX Club
- Ignited Youth
- Interact
- Key Club
- Latinos Unidos
- LEO Club
- Link Crew
- Literary Magazine/Verbivore
- Math Club
- National Honor Society
- Open Heart Kitchen Club
- Poetry Club
- Politics Club
- Pre-Med Club
- RAKE Club
- Red Cross Club
- SAGA: Sexuality and Gender Awareness
- Scuba Club
- Spikeball Club
- SWENext Club
- Table Tennis Club
- Table Top Club
- Tri-M
- UNICEF
- Young Life

All clubs are asked to have a service orientation and to be open to any and all students on campus who choose to participate. The required staff advisor assures that district standards are maintained and programs are of a positive nature. All students receive information about LVJUSD discipline and sexual-harassment policies and instructions about what to do if they or a friend are a subject of harassment. LVJUSD wants each student to enjoy a secure learning environment and a rich educational experience.

The Secondary School Discipline Guidelines are developed to promote consistency in dealing with unacceptable behaviors and to require students to become increasingly more responsible for their behavior. We believe if students clearly understand the rules and the consequences for inappropriate behaviors, then they can make intelligent choices. We expect parents to recognize the importance of school rules and to cooperate with their enforcement.

We know that the vast majority of our students are considerate, well-behaved and responsible. We make a consistent effort to notice, praise and reward these positive behaviors.

School Safety

Campus Supervisors patrol the campus from 7:30 a.m. until 4:00 p.m. Our campus is closed, except at lunch when seniors are permitted off-campus privileges. All visitors to campus must check in at the activities office and we give them a temporary identification badge. We issue staff members permanent ID badges similar to those worn by staff at the Livermore National Laboratory. The entry doors to the main building are keyless and require the ID badges for entry.

A School Resource Officer is assigned to the school four days a week to provide assistance and support to both staff and students. She also attends athletic events, dances, and cocurricular and extracurricular activities. We work closely with the Livermore Police Department to ensure that students are safe on campus and that our emergency plans are comprehensive and appropriate.

As required by law, we participate in fire, lockdown and earthquake drills during the year. In addition, the staff receives training in emergency procedures throughout the year. Livermore High School is monitored by video surveillance and Sonitrol security system. The school safety plan was last reviewed, updated and discussed with the school faculty in February 2019.

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	
Livermore HS	
2016-17 and 2017-18 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2017-18	95.12%
Percentage of graduates who completed all courses required for UC/CSU admission in 2016-17	55.05%

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. For more information, please visit www.cde.ca.gov/ci/gc/hs/hsgrmin.asp or www.cde.ca.gov/ci/gc/hs/cefhsgadreq.asp.

Completion of High School Graduation Requirements		Graduating Class of 2017	
Group	Livermore HS	Livermore Valley JUSD	California
All students	99.50%	96.22%	88.72%
Black or African-American	100.00%	100.00%	82.15%
American Indian or Alaska Native	❖	66.67%	82.81%
Asian	100.00%	98.44%	94.93%
Filipino	100.00%	100.00%	93.45%
Hispanic or Latino	100.00%	92.76%	86.54%
Native Hawaiian or Pacific Islander	❖	100.00%	88.56%
White	98.15%	97.19%	92.12%
Two or more races	92.00%	98.53%	91.15%
Socioeconomically disadvantaged	100.00%	100.00%	88.64%
English learners	100.00%	86.05%	56.74%
Students with disabilities	86.36%	85.98%	67.12%
Foster youth	❖	❖	74.08%

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	14-15	15-16	16-17	14-15	15-16	16-17
Livermore HS	93.10%	96.30%	96.30%	4.80%	1.70%	2.40%
Livermore Valley JUSD	91.40%	93.60%	92.50%	5.90%	4.20%	5.70%
California	82.30%	83.80%	82.70%	10.70%	9.70%	9.10%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses

2017-18 School Year

Percentage of total enrollment enrolled in AP courses	26.60%
Number of AP courses offered at the school	34

Number of AP Courses by Subject

Computer science	1
English	10
Fine and performing arts	1
Foreign language	2
Mathematics	3
Science	5
Social science	12

"Livermore High School has a long tradition of providing quality education for the students of the Livermore area."



Textbooks and Instructional Materials

The LVJUSD has adopted the Next Generation Science Standards and the California State Standards in the following content areas: English/language arts and literacy in history/social science, science and technical subjects, and mathematics. Our district has also adopted the state content standards for history/social science, English language development (ELD), physical education, visual and performing arts, and career technical education. Our district adheres to state curricular guidelines for health and foreign language. The LVJUSD Board of Education has approved and adopted instructional materials in all content areas, aligned to state and district-adopted standards.

Our district reviews and adopts textbooks based on state and district standards. Our district instructional materials are selected and adopted in accordance with board policy and Board Regulation 6161.1 for Selection and Evaluation of Instructional Materials. Supplementary materials, including core literature and state-approved intervention materials are selected and used to increase access to standards-based instruction.

Our district's selection process includes a committee of teachers and administrators, along with parent input. The committee develops evaluation criteria, pilots materials, makes recommendations appropriate to each adoption cycle.

The final book selection is based on input from a district committee and the community. Staff development is provided for all new textbook adoptions. Districtwide adoptions include elementary English language arts and English language development in 2018-19 and secondary in 2019-20, history/social science in 2005-06, science in 2006-07, grades 9-12 math in 2007-08, grade 6-8 math in 2014, and grade K-5 math and algebra 1 in 2016. Textbooks are available, without charge, for all students. Each student receives a book for his or her own use. Students are responsible for keeping textbooks in good condition and for returning them promptly at the end of the school year.

By the eighth week of school each year, the LVJUSD Board of Education passes a resolution certifying, "Sufficient Standards-aligned textbooks and instructional materials were provided to each student, including English learners (EL), in mathematics, science, history/social science, and English/language arts, including the ELD component of an adopted program." Foreign language and health textbooks are adopted and ordered in sufficient quantities. In addition, science laboratory equipment is available for science laboratory courses offered in grades 9-12, inclusive.

In accordance with the terms of the Williams case settlement and Education Code 35186, a uniform complaint process has been developed, and guidelines are posted in every classroom. "Each student, including English learners, must have a textbook or instructional material, or both, to use in class and to take home. This requirement includes pupils enrolled in foreign language and health classes, and is applicable to science laboratory equipment for science laboratory courses offered in grades 9-12 inclusive." No complaints have been filed relative to "sufficiency" of instructional materials in our district.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2018-19 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%



Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2018-19 School Year	
Data collection date	10/2/2018



Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Timeless Voices, Timeless Themes</i> ; Prentice Hall	2003
Mathematics	<i>Algebra Readiness</i> , California Edition; Prentice Hall Mathematics	2008
Mathematics	<i>Big Ideas Algebra I</i> , Big Ideas Learning	2016
Mathematics	<i>Geometry</i> , Holt	2008
Mathematics	<i>Algebra 2</i> , Holt	2008
Mathematics	<i>Discovering Advanced Algebra</i> , Key Curriculum Press	2008
Mathematics	<i>Precalculus: Graphical, Numerical, Algebraic</i> ; Prentice Hall	2008
Mathematics	<i>Calculus</i> , 7th Edition; Houghton Mifflin	2008
Mathematics	<i>Statistics Through Applications</i> , W.H. Freeman	2008
Mathematics	<i>The Practice of Statistics</i> , W.H. Freeman	2008
Mathematics	<i>Mathematics with Business Applications</i> , 6th Edition; McGraw-Hill/Glencoe	2016
Mathematics	<i>International Baccalaureate (IB) Mathematical Studies for the Standard Level</i> , Oxford University Press	2016
Mathematics	<i>International Baccalaureate (IB) Mathematical Studies for the Higher Level</i> , Cambridge University Press	2018
Science	<i>Earth Science: Geology, the Environment, and the Universe</i> ; Glencoe/McGraw-Hill	2007

Continued on page 11

Textbooks and Instructional Materials - *Continued from page 10*

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
Science	<i>Life Science: Biology</i> ; Holt, Rinehart and Winston	2007
Science	<i>Forensic Science: Coordinated Science 1, Coordinated Science 2</i> ; The Press Syndicate of the University of Cambridge	2007
Science	<i>Conceptual Physics</i> , Pearson/Prentice Hall	2007
Science	<i>Biology</i> , Pearson/Prentice Hall	2007
Science	<i>Biology AP Edition</i> , 11th Edition, Pearson Education	2018
Science	<i>Living by Chemistry</i> , WH Freeman and Co.	2015
Science	<i>Chemistry (Honors)</i> , McDougal Littell	2007
Science	<i>Environmental Science: Working with the Earth</i> , by G.T. Miller	2007
Science	<i>Physics: Principles and Problems</i> , Glencoe/McGraw-Hill	2007
Science	<i>Biology, AP Edition</i> ; Pearson/Prentice Hall	2007
Science	<i>Chemistry: The Central Science, AP Edition</i> ; Prentice Hall	2007
Science	<i>Explorations: An Introduction to Astronomy</i> , McGraw-Hill	2007
Science	<i>Global Science</i> , Sixth Edition; Kendall/Hunt	2007
Science	<i>Integrated Science: Science Spectrum: A Balanced Approach</i> ; Holt, Rinehart and Winston	2007
Science	<i>Animal Anatomy and Physiology: Applied Animal Reproduction</i> ; Scientific Farm Animal Production; Prentice Hall	2007
Science	<i>Chemistry: An Introduction to General, Organic, and Biological Chemistry</i> ; Prentice Hall	2013
Science	<i>Oxford IB Diploma Programme: Biology</i> , Oxford University Press	2016
Science	<i>Oxford IB Diploma Programme: Chemistry, Standard and Higher Level</i> ; Oxford University Press	2016
Science	<i>Physics for the IB Diploma</i> , 6th Edition; Cambridge University Press	2016
History/social science	<i>World Geography</i> , McDougal Littell	2006
History/social science	<i>Modern World History</i> , McDougal Littell	2006
History/social science	<i>World History</i> , McDougal Littell	2006
History/social science	<i>The Western Heritage</i> , McDougal Littell	2006
History/social science	<i>World Civilizations</i> , McDougal Littell	2006
History/social science	<i>The Americans; American Vision; American Pageant</i> ; McDougal Littell	2006
History/social science	<i>Magruder's American Government</i> , Prentice Hall	2006
History/social science	<i>New Ways of Thinking</i> , McDougal Littell	2006
History/social science	<i>American Government</i> , McDougal Littell	2006
History/social science	<i>College Catalog Economics</i> , McDougal Littell	2006
History/social science	<i>Understanding Psychology</i> , Glencoe	2006
History/social science	<i>Myers' Psychology for AP</i> , Worth Publishers	2006
History/social science	<i>American History: Connecting with the Past Vol. 2</i> , McGraw-Hill Higher Education	2016
History/social science	<i>Women's America: Performing the Past</i> , Oxford University Press	2018

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2018-19 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



"The LHS family of students, parents, teachers, staff, administrators and community members is resolute in its commitment to educating our individual students while strengthening the close-knit community ties that make Livermore a welcoming and supportive place to live."

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2018-19 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Fair	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	9/21/2018	
Date of the most recent completion of the inspection form	9/21/2018	

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

For all items inspected that were found to not be in "good repair," a work order has been created and maintenance will be completed before the end of the 2018-19 school year. Maintenance items will be prioritized so that student safety is not compromised.

Deficiencies and Repairs		2018-19 School Year
Items Inspected	Deficiencies and Action Taken or Planned	
Electrical	Lights out: 410, 307, 102, 105. Spoke to Head Custodian about getting on lights as they seemed to be bulbs only, not ballasts.	
Restrooms/fountains	S9 has several issues with fountains/loose handles, drains strainers needed, etc, Boys restroom 400 hall urinal not working, girls restroom 400 hall hand dryer needs replaced and faucet missing top, 300 boys stall closed off. 93855 (repairs in progress), 93562, 93857, 93563 and Operations Manager has ordered new hand dryer.	
Safety	Extinguisher tags signed for October already. Spoke to Head Custodian.	
External	Life Skills door lock needs checked, hard to unlock, weeds near Life Skills need pulled also. Work order 93850, notified Grounds Foreman of weed issues.	

School Facilities

Classrooms on our campus are spread through 15 different buildings and 28 portable structures. The oldest building (the main building) is over 80 years old, and the newest building, the science center, was completed in January 2009. All of the buildings are well maintained by an excellent district maintenance department. All buildings except the gymnasiums are equipped with both heating and air-conditioning.

Over the last few years, we have greatly expanded the number of parking spaces available to students. The numbers of spaces in the original student lot and on Cowboy Alley were increased, and we opened two new lots.

Through a \$10,000 grant from the Altamont Education Advisory Board, Livermore High School was able to purchase Dyson Airblade hand dryers and install them into all boys' and girls' restrooms across the campus. This upgrade has significantly reduced our landfill waste of paper products.

A part-time library technician staffs the Livermore High School Library. In addition to the collection of books, magazines and reference materials, the library has 30 computers with internet connectivity. Teachers regularly bring classes to the library, and the library is open for students to use on a drop-in basis. Library resources are available through the Livermore High School website.

Plans have been approved and construction is moving forward on our new, bond-funded athletic complex, including a new gymnasium and swimming pool. New bleachers and an expanded track enhance the new field turf, installed in 2016.

Education is a top priority in the community of Livermore, and maintaining a safe and orderly environment maximizes student learning. The citizens of Livermore have passed three major funding measures targeting school facility needs: Measure B in 1975, Measure L in 1999 and, most recently in June 2016, the generous and supportive Livermore community passed the Measure J Facilities Bond.

Measure J funds will be used to:

- Modernize classrooms, science labs and educational technology for 21st century instruction
- Repair aging infrastructure: roofs, plumbing, HVAC and electrical systems
- Renovate facilities for advanced science, technology, engineering and math (STEM) and Career Technical Education (CTE) courses

Continued on page 13

"With the goal of serving the needs of all our students, our top priority has been improving student achievement."



Parental Involvement

Livermore Valley Joint Unified School District (LVJUSD) values active parent engagement and believes that parent involvement is essential to the success of all students. LVJUSD Board Policy 6020(a) states:

“The Board of Education recognizes that parents/guardians are their children’s first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.”

Educational research suggests that highly effective schools have a number of features in common, including high levels of parent and community involvement. When parents take an active role in their children’s education, students perform at high levels and have more well-rounded educational experiences. LVJUSD parents are welcome partners in our school community. There are a range of opportunities for parents to engage with schools, including Parent Teacher Associations (PTAs), Parent Faculty Associations (PFAs), sports and activity booster clubs, and other supporter groups. On a monthly basis, the superintendent of schools meets with a representative of each school’s parent organization at the Parent Communication and Information Council (PCIC). This gathering provides an opportunity for parent groups to collaborate with each other and representatives of the district regarding events, opportunities, and activities for students and families. This is also a time district representatives share new initiatives and current information with parent leaders. In addition, parents have the opportunity to share general concerns and ask questions directly to the superintendent. Each school also has formal advisory groups including School Site Councils (SSCs) and English Learner Advisory Committees (ELACs) who represent other parents at the site and are critical in the development and monitoring of the Single Plan for Student Achievement (SPSA). A representative from each SSC serves on the district Local Control Accountability Plan (LCAP) Advisory Committee, and a member of each ELAC serves on the District English Learner Advisory Council (DELAC), which also serves as the LCAP English Learner Advisory Committee. Through these two-way systems of parent support and engagement, parents, district, and school staff have open lines of communication and opportunities to engage in meaningful ways with the school community.

School Site Council (SSC) – Nanette Hunter, chairperson

The SSC includes representatives of students, parents, teachers, administrators and other staff. The diversity of this elected group lends itself to the discussion of schoolwide issues. It also officially supervises the School Improvement budget and the implementation of the School Plan. The SSC meets six times during the course of the academic year.

Livermore Cowboy Boosters – Jeremy Luke, president

The Cowboy Boosters organization raises funds for and provides support to the athletic and extracurricular programs at Livermore High School. The Boosters’ run the “Cowboy Chuck Wagon” at most athletic events to provide revenue to various school athletic teams. They are an excellent source for families and our community members to acquire Livermore High School spirit wear.

Livermore Music – Jo Fox, president

Livermore Music raises funds for and provides support to the Livermore High marching band, color guard and drumline.

Livermore Grad Night Committee – Monica Baucke, chairperson

The Grad Night Committee organizes and puts on the annual all-night Grad Night Party for seniors after graduation.

Volunteer Coordinator – Veronica Torres, coordinator

Volunteer coordinators arrange for parents to help out in the library, coordinate the August Walkthrough and assist with other school needs as they arise. We greatly appreciate all volunteers!

Wednesday Night Tutoring – Pat Van Arsdall, coordinator

Wednesday Night Tutoring meets in the library for two hours every Wednesday evening. Students bring their homework and get help from a variety of parents and other community members.

Parent-Teacher-Student Association (PTSA) – Jennifer Silva and Lacey Wyatt, co-presidents

The PTSA has three main goals: to increase communication between students, staff and parents; to coordinate staff appreciation; and to provide academic support.

For more information on how to become involved at the school, please contact Kathy Adelman, executive assistant to the principal, at (925) 606-4812, extension 2316.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

School Facilities

Continued from page 12

- Improve safety, including security lighting, fencing, fire safety, and other emergency systems
- Upgrade deteriorated hardscapes, physical education facilities, and pick-up/drop-off zones
- Increase access to school facilities to better accommodate individuals with disabilities

Through these bond measures and developer fees, the LVJUSD has been able to renovate, modernize and construct new schools following the Facilities Master Plan.

Facilities are maintained through the diligent efforts of the site custodial crews and the district maintenance staff. The LVJUSD Board of Education has adopted cleaning standards for all schools in the LVJUSD. The principal works with the custodial staff to develop cleaning schedules to maintain clean and safe schools. District maintenance staff performs the repairs necessary to keep the schools in good working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.



“Our students will have a lifelong love of learning and will actively engage in becoming socially responsible within their communities.”

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Livermore Valley JUSD	Livermore HS		
Teachers	18-19	16-17	17-18	18-19
With a full credential	648	81	84	82
Without a full credential	28	2	2	4
Teaching outside subject area of competence (with full credential)	11	1	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Livermore HS		
Teachers	16-17	17-18	18-19
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	1	1	1

Substitute Teachers

LVJUSD maintains the continuity and quality of education by making every effort to hire credentialed substitutes or the highest caliber professional who has passed the California Basic Educational Skills Test (CBEST). In addition, substitute teachers hold college degrees and proper documentation to ensure they meet the California Commission on Teacher Credentialing requirements. The district human resources department monitors the substitute pool to ensure adequate availability of substitutes to cover staff absences. LVJUSD is fortunate to have both a committed group of retired educators and aspiring teachers ready to serve our students.

Teacher Evaluations

Permanent teachers are evaluated every other year unless under a five-year evaluation cycle. Teachers who have not reached permanent status are evaluated every year. The evaluation is specified in the collective bargaining agreement between our district and the Livermore Education Association. The evaluation is aligned to the California Standards for the Teaching Profession (CSTP). The teacher and the evaluator meet to formulate professional goals based on the six CSTPs. The teacher is observed by his or her evaluator, and at least two goal-setting conferences are held. Teachers who need to improve are assigned a mentor teacher as stipulated in the contract.

School Support Staff

The district provides the following support staff and programs to meet the needs of students, teachers, parents and administrators: school community liaison, child welfare and attendance specialists, school psychologists, behaviorists, speech therapists, specialist for the hearing impaired, Resource Specialist Program (RSP), Registered Behavior Technicians (RBT), Special Services Preschool, special day classes (SDC), special education instructional aides, special education program specialists, adaptive physical education instructors, occupational therapists, high school counselors, school nurses, health aides, English learner (EL) program, Spanish and English Dual Immersion program, Migrant Education program, International Baccalaureate, interpreters and translators, bilingual instructional aides, curriculum specialists, Title I resource teachers, Title I instructional aides, and summer school programs.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	3.29
Average number of students per academic counselor	588
Support Staff	
Social/behavioral counselor	0.00
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.98
Psychologist	0.80
Social worker	0.00
Nurse	0.40
Speech/language/hearing specialist	0.80
Resource specialist (nonteaching)	0.00

Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2016-17 Fiscal Year	
	Livermore Valley JUSD	Similar Sized District
Beginning teacher salary	\$41,057	\$49,512
Midrange teacher salary	\$75,629	\$77,880
Highest teacher salary	\$92,297	\$96,387
Average elementary school principal salary	\$126,800	\$123,139
Average middle school principal salary	\$131,135	\$129,919
Average high school principal salary	\$131,175	\$140,111
Superintendent salary	\$314,959	\$238,324
Teacher salaries: percentage of budget	37%	36%
Administrative salaries: percentage of budget	6%	5%

Financial Data Comparison

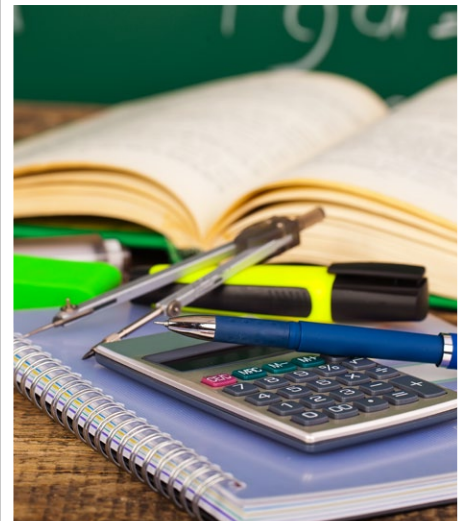
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Livermore HS	\$5,891	\$77,453
Livermore Valley JUSD	\$6,925	\$75,636
California	\$7,125	\$79,665
School and district: percentage difference	-14.9%	+2.4%
School and California: percentage difference	-17.3%	-2.8%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2016-17 Fiscal Year	
Total expenditures per pupil	\$7,331
Expenditures per pupil from restricted sources	\$1,441
Expenditures per pupil from unrestricted sources	\$5,891
Annual average teacher salary	\$77,453



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

School Accountability Report Card

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Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2018.